

IDOE Reviewer(s): SF, MC
Alternative Education Program: Garrett Learning Center
School Corporation: Garrett-Keyser-Butler School Corp.

Date: 10/23/08
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Alternative Education On-site Monitoring Rubric Document Analysis

Alternative Education Programs will be required to share documentation for each component before or during the site visit. Programs will be given an Unsatisfactory or Satisfactory for each component. Programs receiving an 'Unsatisfactory' for any component will be required to submit documentation that the issue has been addressed within 10 business days in order to remain an approved program.

COMPONENT	DOCUMENTATION NEEDED	UNSATISFACTORY	SATISFACTORY	U	S	Comments
Corporation Support	BOTH of the following: -Board minutes ✓ -Joint Service or Interlocal Agreement (only required if joint program) (n/a) ONE of the following: -School Improvement Plan (SIP) reference to alternative program -Administrator or Board Representation on Advisory Group ✓ -Written statements of support by administrators (letters/emails/staff meeting minutes) ✓ (verbal statements were provided by administrators in interviews)	-No minutes -No Joint Service or Interlocal Agreement if joint program -No documentation of support by principal, administrators or board.	-Minutes indicate support -Agreement meets code Requirements. -Documentation of support by individuals able to allocate school resources.		X	-Board minutes indicate program approval; approval was unanimous. -Administration has shown great support to the program; administrators participated in site visit interviews. -The program director gives periodic updates at board meetings. -The school board has visited the Learning Center. -Teachers at the high school reviewed the computer-based curriculum to ensure that it aligned to high school curriculum.

COMPONENT	DOCUMENTATION NEEDED	UNSATISFACTORY	SATISFACTORY	U	S	Comments
Community Support	TWO of the following: -Letters of support from community leaders or agencies -Program brochure listing partners -Advisory Group membership list, agenda, or minutes ✓ -Other documentation of community collaboration (newspaper article, agreement letter, etc.) ✓	-No letters of support -No documentation of community support or involvement	-Positive publicity -Documentation of community support or involvement.		X	-Newspaper article describes Learning Center, including goals and mission. -Advisory group includes school district staff, school administrators, school board member, and community members. Advisory board agenda indicates that advisory members have toured the Learning Center. -Initial planning group included middle and high school personnel and shared with the board, teachers, and administrators. -Several news articles have been published as the Learning Center was being built and since it has opened. A feature article will be done on one student.
Awareness of Program	ONE of the following: -Program brochure or handbook ✓ -Newspaper article ✓ -Flier, fact sheet, newsletter or Powerpoint presentation -Program website ✓ -Parent meeting agenda	-No item to indicate parents or the community have been informed of the program.	-Items document an attempt to inform parents and/or the community about the options available to support student success.		X	-A program brochure that details program mission, procedures, and goals was sent to candidate students/parents. -The program has a Website, pictures, contact information, and a link to internet classes as well as an application to apply to the program. -A variety of news articles have been and will be published. -There is parent representation on the advisory board.

COMPONENT	DOCUMENTATION NEEDED	UNSATISFACTORY	SATISFACTORY	U	S	Comments
Individual Focus	THREE examples of the following: -Completed Individual Service Plans. ✓	-No ISP or incomplete.	-ISPs have all required items and are completed appropriately.		X	-ISPs are easy to understand and include expectations, needs, goals, progress monitoring, services, and program effectiveness. The ISP should include a line for school and student signatures; also ensure that ISPs include measures (e.g., student will attend 95% of days in a semester, etc.). -The intake process for students includes parents; at the intake interview, goals and individual needs are discussed. -Each student has his/her own computer; credits to be earned are based on the student's needs. -Off-computer individualized instruction is offered by licensed teachers; teachers come over to the Learning Center to help and provide instruction. -Students work independently, and high school students get to choose what they work on.
Alternative Education Components	TWO of the following: -Individual student learning contract, senior project, project-based lesson plans, multidisciplinary course description, computer courseware description, etc. ✓ -Mastery learning guidelines or procedures. -Assessment instruments	-Instructional strategies same as traditional school (no evidence of alternative instructional strategies) -Options and approaches are the same as the traditional school -No or inadequate system for student support services	-Evidence of student choice or experiential instructional strategies. -Evidence of non-traditional options. -Evidence of strategies to increase engagement. -Evidence that assess individual skills (NWEA,		X	-The Learning Center is in contact with Ivy Tech to offer dual enrollment credit for students. -Students work both on and off the computer, and can do some work at home. -Students receive a star on the wall for each credit earned. -A student survey has been

	<ul style="list-style-type: none"> -Service learning projects -Life skills curriculum ✓ -Behavior plan -Mentoring documents or sign-in sheets -Counselor log, agency referrals or home visit records. -List of agencies used for support and referral services. 	or referral to community services	<p>TABE, etc).</p> <ul style="list-style-type: none"> -Evidence support and referral services are available. 		<p>done to obtain student input on the program and allow for student voice.</p> <ul style="list-style-type: none"> -All seniors have to do a portfolio; they have to do a job shadow, take a career class, and they can put employment awards, etc. in the portfolio. -For high school students—students spend half the day working on academics (on or off computer), and the other half they can go to work, go home and take care of children (on shortened school day), do ICE, or go to vocational education. -There are plans to begin offering community service for credit. -There are plans to expand the Learning Center to offer adult education or community courses. -A counselor is available to students; in addition, there are two aides who provide guidance and facilitation.
Learning environment	<p>ONE of the following:</p> <ul style="list-style-type: none"> -Professional development plan for staff -Staff meeting agenda -SIP for alt. program -Youth voice documentation (Student Council or family meeting agendas, student surveys, Advisor/advisee topics, etc.) ✓ 	<ul style="list-style-type: none"> -No plan for staff development -No student survey or negative response -No way for staff/students to discuss issues. -No opportunity for student input 	<ul style="list-style-type: none"> -Professional development plan -Regular staff meetings -SIP for alt. ed. program -Evidence of opportunity for student input 		<p>X</p> <ul style="list-style-type: none"> -In preparation for opening the program, a number of alternative education programs in the area were visited. -A student survey is conducted to get information and feedback from students about the program. -The Learning Center is newly renovated; there are plans in place for decorating the building.

On-site Monitoring Observation Components

During the site visit, IDOE personnel will visit classrooms to observe lessons being provided. IDOE reviewers will be looking to see that actual instruction and programming matches descriptions provided in the grant application; that students are engaged and spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content and alternative strategies. Each program will receive a score of 1-4 points for each component. Programs receiving a score of 1 (Below Standard) or 2 (Approaching Standard) on any component will be required to address deficiencies prior to a second site visit that will occur within 90 days or the program may be removed from the approved program list.

Teacher Observed: Computer-based; Mr. S. (English)

Teacher:Student Ratio at Observation: about 1:10 (1 teacher, 2 aides)
(Teacher=1 Aide=.33)

COMPONENT	1 Below Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard	REVIEWER COMMENTS
Programming matches description in grant application.			X		Students spend half of their time on the computer using Novel Star, as described in the application. The other portion of their time is spent working with a teacher (English was observed), as described in the application. Online curriculum was reviewed by HS teachers to ensure it met academic standards and was comparable to courses at the sending school; in addition, teacher-led instruction is provided by a licensed teacher. A counselor is available for students. The program is planning to incorporate additional student supports for dual credit, “family time”, and possibly community service for credit.
Instruction is clear and incorporates multiple strategies.			X		Primarily, students were observed working independently on the computer, with two aides (with backgrounds in engineering/math and geography) available to facilitate and answer questions when needed (a licensed teacher was also onsite, and the director is a licensed teacher). Aides provided clear answers to questions and directed students to resources when necessary. The English teacher had developed the English curriculum and worked one-to-one with a student, allowing for individualized instruction and ample time for interaction. The English course was designed to meet the individual needs of the student. Teachers also come onsite to offer instruction in other core subjects. The program may consider incorporating additional project-based and experiential activities for students to supplement the on-computer activities.
Students appear engaged.			X		Students worked hard on the computer-based program and appeared engaged and highly motivated. The availability of the instructional assistants when a question or issue arose was helpful in keeping students engaged. The English teacher was also readily available to provide direct instruction in addition to support for students, which kept them engaged. Students working on the computers generally appeared interested in what they were working on. Additional off-computer supplemental activities may help enhance engagement for more difficult or text-heavy computer-based courses.

Location supports a positive learning environment.			X		The location was a new building independent of the high school and middle school. It was quiet and well-lit. Students receive a star for each credit that they earn, which is posted on the wall. There is also a data wall for all students.
Teachers appear knowledgeable and caring.			X		Most of the students were observed working on computer-based instruction; however, the instructional aides who were providing support appeared to have a good rapport with the students and seemed to enjoy working with the students. The instructional aides appeared to have a strong knowledge of the Novel Stars program. The English teacher appeared very excited to work with students in the program and had spent quite a lot of time developing the English course in order to ensure that it was individualized and appropriate.

Compliance Components

The following information is rated “Compliance” (C) or “Non-Compliance” (N-C). Selected documentation must be provided as part of the site visit monitoring. The alternative education contact person listed for each program will be contacted at least 1 week prior to the site visit about documents, policies, or descriptions that will be required for the compliance components. Documentation can be submitted prior to or at the visit. Failure to provide documentation will result in removal from the approved program list.

Compliance Issues	DOCUMENTATION	COMMENTS	C	N-C
Student Eligibility	-Entrance/Exit Criteria and process ✓ -DOE-AL Spreadsheet maintained	-The program is designed to serve students who might withdraw from school or as an alternative to expulsion (middle school). Parents are part of the intake interview process. -The program will begin using the DOE-AL spreadsheet to track student entrance/exit.	X	
Staff Qualifications	-License for teachers or HOUSSE documentation ✓	-Licensed teachers from the high school rotate in to provide direct instruction. The Director is licensed and, in conjunction with instructional aides, acts as facilitator for the computer-based program.	X	
Health and safety	-Fire Marshall/Dept. of Health documentation (if location is not part of the school corporation) ✓	-The building was finished August 1 st ; all inspections have been completed.	X	
Financial	-Statement from financial officer that corporation is meeting the required 1/3 match and that alternative education funds are deposited in Fund 190 Receipt Acct. 3211 ✓	-The corporation pays salaries and has provided instructional items and technology. -Funds will be receipted properly.	X	
Time/Year	-Daily Schedule ✓ -School Calendar (only if different from the corporation) ✓	-The program operates on a 180-day calendar with 3-hour sessions. Students who are not in credit-generating opportunities the other ½ day are reported on the DOE-AD for shortened school day.	X	